DOCUMENT RESUME

ED 185 782 EC 124 027

AUTHOR Peabody, Ralph L.
TITLE Development of a Teacher Preparation Program for Teachers of Visually Handicapped/Severely Handicapped Persons. Final Report.
INSTITUTION Pittsburgh Univ., Pa. Dept. of Special Education and Rehabilitation.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Personnel Preparation.
REPORT NO CRDA-13,451B
PUB DATE Aug 79
GRANT OEG-00-76-03233
NOTE 137p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Competency Based Teacher Education; Demonstration Programs; Ecology; Higher Education; *Multiple Disabilities; Practicums; *Program Development; *Program Evaluation; Severe Disabilities; Special Education Teachers; *Teaching Skills; *Visual Impairments

ABSTRACT

A 3 year project was initiated to develop, implement, and evaluate a program for training personnel to work with visually handicapped/multiply handicapped children. The ecological systems model proposed by N. Hobbs was examined as the primary consideration in the development of the program. Teachers under the project were prepared for roles which included itinerant, resource, and residential teaching of the more normal visually handicapped students (grades kindergarten through 12) as well as working as specialists with profoundly low functioning visually handicapped individuals. Among project accomplishments were a literature search in which professional competencies were generated and reviewed, development of an interdisciplinary team course, and development of a Master's comprehensive examination. An evaluation component was designed to determine the effectiveness to which program graduates are meeting the needs of handicapped children and the degree to which the program facilitates the acquisition of specified competencies. Data gathered from questionnaires administered to students, faculty, and employers formed the basis for program changes and modifications. Appendixes, which make up approximately half the document, include the following: a list of states with job opportunities, a typical plan of studies, a chart of objectives and competencies, a list of tests, and guidelines for practicum. (SBH)

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FINAL REPORT

DEVELOPMENT OF A TEACHER PREPARATION PROGRAM FOR TEACHERS OF VISUALLY HANDICAPPED/SEVERELY HANDICAPPED PERSONS

GRANT NO. OEG007603233

CRDA 13,451B

PROJECT DIRECTOR

RALPH L. PEABODY

Program in Special Education

University of Pittsburgh
Pittsburgh, Pennsylvania 15260

August, 1979

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Table of Contents

Faculty and Staff	iv.
Advisory Committee	v.
Project Description-Preface	1
I. The Problem	6
II. Educational Significance	8
III. Accomplishments	12
IV. Evaluation	20
Appendix A - List of States with Job Opportunities	50
Appendix B - Typical Plan of Studies	52
Appendix C - Objectives and Competencies	54
Appendix D - Tests	86
Appendix E - Guidelines for Practicum	89

Faculty and Project Staff

Alex Ducanis

Anne Golin

Mary W. Moore

Ralph L. Peabody

Senior Teaching Fellows

Doris Cleveland 1976-1977

Dennis Detrich 1977-1978

Kathleen Huebner 1978-1979

USOE - BEH Project Officer

Ms. Josephine L. Taylor

Advisory Committee

Ms. Louise Allwein
Member of Blind Community
Pittsburgh, Pa.

Dr. Joan Chase
College of Medicine and Denistry
Rutger's Medical School
Piscataway, N.J.

Dr. Gideon Jones
Program for Visual Disabilities
Florida State University
Talahassee, Florida

Dr. Sheldon Maron
Programs for Visually Handicapped
Portland State University
Portland, Oregon

Dr. J. Gregory Olley
Division TEACCH
University of North Carolina
Chapel Hill, N.C.

Dr. Richard J. Whelan
Department of Special Education
University of Kansas Medical Center
Kansas City, Kansas

PROJECT DESCRIPTION

PREFACE

A proposal was submitted seeking support for a three year Special Project aimed at the delineation and training of a new type of professional specialist to work with visually handicapped/multiply handicapped persons. During the initial planning year, this new role was to be clearly delineated and the components of a new professional preparation program were to be identified and developed. The second and third years were to be devoted to the implementation, evaluation, and modification of the training program.

Several factors directly influenced the initiation of that proposal. In combination these factors mandated the consideration of developing personnel with new advocacy roles based on human ecological systems and educational needs of visually handicapped children during the present period of social change. Such events and/or influences included:

(1) The Commonwealth of Pennsylvania on September 1, 1973 delegated the responsibility for educational services within the various state institutions to the Intermediate Units in which the institutions are geographically located. Thus, a new dimension of responsibility was added to an administrative unit previously concerned with public school programs. This included among other facilities, the eleven State Schools and Hospitals as well as community based MH/MR facilities.

(2) The Department of Public Education of Pennsylvania in their Interim Plan submitted to the USOE/BEH in October, 1974, indicated,

"It is necessary...to concentrate on:

...the development of competencies needed to deliver services to the lower functioning child and adult and those with distinctly different learning needs; ...the development of competencies for delineating services to institutionally bound exceptional learners;"

(3) These same concerns were reflected in the Priorities for Part D statements of September 3, 1974, contained in the same document. The following additional priority was also stated:

"Training professional personnel to teach parents appropriate strategies for teaching their children at home, utilizing parents as teachers."

(4) Also indicated in the manpower statements of the same document was the following priority:

"The training of professional personnel who educate ...the visually impaired/multiply handicapped. This reflects a current need in low incidence handicapping areas."

(5) Similar priorities were stated by the Bureau of Education of of the Handicapped of the USOE in the materials distributed for preparation of Training Grant proposals in both 1974 and

1975 and in the Federal Register Vol. 40, No. 35, Feb. 20, 1975. The 1975 materials indicated estimated funds for various priorities. The estimated amount for "Severely Handicapped" was $8,690,000. This was the second largest amount estimated among the eleven priorities.

(6) The Pennsylvania Bulletin Vol. 5, No. 13, March 29, 1975, contained the announcement that the Consent Agreement assuring mentally retarded individuals or their representatives Due Process Procedures was extended to include all persons handicapped or thought to be handicapped. Thus the "Right to Education" now includes visually handicapped/severely handicapped individuals.

(7) The September 1975 issue of "Exceptional Children" listed a compendium of statements from the C.E.C. Professional Standards and Guidelines Project. The statements are without background or interpretation. Within these limitations the following selected statements appeared relevant to the proposed planning grant:

2.21 Programs for the preparation of special education personnel should be based on systematic, continuing needs assessments.

2.3.2 Preparation centers for special education personnel should maximize the use of general instructional resources of their institutions and concentrate on the instruction of specialized topics in special education.

2.3.5 Centers that undertake the preparation of leadership personnel, in addition to offering high quality special education programs, should systematically utilize advanced academic programs in related areas as well as a broad range of community resources.

2.4.2 Preparation centers should justify program goals, objectives, and instructional procedures and systematically modify them on the basis on accumulating information.

(8) In this chronology of influences and/or events leading to the submission of the proposal one final force gave substance to the characteristics of the personnel to be prepared. The faculty directly involved in the Program for the Professional Preparation of Teachers of the Visually Handicapped and the two additional faculty members carefully studied Vols. I and II of Issues in the Classification of Children and The Futures of Children by Nicholas Hobbs, to the end that selected recommendations from these books might be incorporated into the ongoing program. What did result was the realization that the recommendations lead to the identification of the professional attributes needed by the individual responsible for the program planning and education of visually handicapped/severely or profoundly handicapped persons.

The major elements of the proposal included a one year planning period followed by two years of implementation, demonstration, and evaluation.

The planning year was devoted to a critical examination of other programs and schools within the University and field to identify and delineate the role of the individual. It was anticipated, for example, that the School of Health Related Professions might contribute to the proposed program, with their knowledge of professional systems. Tentative competencies were generated based on experience, research and relevant literature, which were evaluated during the following two years. Practica facilities were reviewed and cooperation of appropriate agencies sought. An advisory board was formed and a plan for evaluation established.

I. THE PROBLEM

As educational and community systems alter their values and demand more effective educational planning and more appropriate programming and placement for severely and/or profoundly handicapped persons, concerns for those visually handicapped individuals who have additional severe handicaps also merit scrutiny. With recognition of published priorities for placement leading away from total care institutional commitment, increased efforts must be made to assure maximum development of these individuals potential abilities. Intrinsic in this mandate is the concern for appropriately professionally prepared educators.

The ecological systems model proposed by Nicholas Hobbs was examined as the primary consideration in the development of the program. Hobbs indicated (p. 114),

> This system consists of the child and the settings and the individuals within these settings that are a part of the child's daily life. All parts of the system influence all other parts of the system. Physical and psychological as well as social factors are involved. Thus assessments and interventions focus on the exchange between the child, the settings in which he participates, and the significant individuals who interact with him. Each child's ecological system is unique. The objective is not merely to change or improve the child but to make the total system work. Change in any part of the system, or in several parts, may accomplish this purpose. And changes may be brought about through interventions affecting physical, psychological, or social functioning of one or more of the components of the system.

Hobbs further stated (p. 115),

> Some critics of the ecological-systems here recommended argue that the concept is most useful in working with retarded, disturbed, or delinquent children and that it is of limited value in working with children with sensory or physical handicaps, for example. We disagree. In

fact, a system analysis is especially valuable in conceptualizing the problem of a blind child...Of great importance, too, are how the child perceives himself, how other people significant in his life perceive him, how his physical environment is arranged, what the expectancies are in the situation, and so on. The greater the handicap, physical or other, the greater the need for intervention strategies to be based on a systems analysis of the problem.

The ecological model leds itself to an emphasis on competency and on the analysis of behavior in particular situations. The competency model fits well into the ecological framework. It provides a way of understanding behavior in specific environmental contexts and at particular points in time. It also provides a means of thinking about ways to maximize the probability that a child will respond, in a given situation, in a way that will result in his being rewarded rather than punished for his behavior. (p. 118)

The goal of ecological planning and programming is to restore the system to productive equilibrium. This is done by providing the critical amount of assistance for the child and for the important people in his environment, so that the system functions on its own in a way that keeps discordance at an optimal level and maximizes opportunities for growth and gratification. (p. 120)

II. EDUCATIONAL SIGNIFICANCE - NEED

a. Handicapped Children Who Require Service

The Department of Public Education of Pennsylvania was contacted to determine the numbers of school-age visually handicapped/severely handicapped persons in residence in the eleven state schools and hospitals. It was felt knowledge of this number would begin to indicate the seriousness of the situation. However, due to the classification schema of the institutions, no firm estimate could be received.

No firm estimate could be provided of the number of children identified as visually handicapped/multiply handicapped who are presently in private schools, special classes, and/or receiving instruction in the home under the Right to Education Consent Agreement.

To further complicate the issue of identification, it is recognized that some of the extremely low functioning individuals, in all probability, did not respond in a normal manner to a visual stimulus when examined. It is therefore likely that some individuals have been identified as blind when in fact from a physiological point of view, they are not.

This proposal addresses itself to a low incidence group; therefore, it is anticipated it will have a regional and national impact. However, this special project will initially consider the needs of the Commonwealth.

b. The Roles for Which Personnel are to be Prepared

The previous teacher preparation program for Education of the Visually Handicapped at the University of Pittsburgh was designed to prepare teachers at the master's degree level to work with school age visually handicapped persons in all the various administrative patterns for instruction. Within

this group, a portion of the students were permitted to pursue the additional competencies as orientation and mobility instructors. It was envisioned that a similar alternative would be provided through this special project, so that selected students could elect the additional competencies to work with visually handicapped/severely handicapped individuals.

Therefore, the roles for which teachers were to be prepared under the Special Project will include itinerant, resource, residential teaching of the more normal visually handicapped students K-12 as well as working as a specialist with profoundly low functioning visually handicapped individuals. As reported in the section "Accomplishments to Date" the program with options as originally conceived was not implemented. Through the process of study, evaluation, and the strong recommendation of the Advisory Committee, a new program was designed, developed, and implemented which prepared all M.Ed. graduates to:

Instruct in Pre-Academic and Academic Areas

Instruct in Orientation and Mobility

Function as Case Managers

c. The Need for Personnel

Inasmuch as the visually handicapped are a low incidence group, the need must be viewed as regional and national in scope. In the 1976 Annual Report of the National Advisory Committee on the Handicapped, the figures prepared by the Aid to States Branch of the B.E.H. estimated there were 23,000 visually handicapped children unserved. This represented 35% of the total visually handicapped children. It further estimated there

were 24,000 Deaf-Blind and Other Multi-Handicapped Children unserved representing 60% of that group. This would imply there are teachers very badly needed in all delivery systems.

Dr. Jasper Harvey, in a B.E.H. sponsored meeting for project directors, in September 1977, indicated there is a 6% attrition rate for Special Education teachers, amounting to 15,000 teachers leaving the field annually. With only 25,000 teachers entering the field each year, taking the attrition rate into consideration, the actual number of new positions being filled is only 10,000, which indicates continuing shortages.

In the May 1978 issue of "Journal of Visual Impairment and Blindness," Miss Taylor of B.E.H. indicated "...there may be 58 to 60 thousand children out there needing service, we may assume that we need six thousand teachers tomorrow. For the past several years we have been graduating 250 to 300 teachers a year. We are not even taking care of the attrition rate."

Further evidence of personnel needs is somewhat indicated by the number of notices of job vacancies received by the faculty. It is recognized this does not constitute all vacancies but might indicate a trend of the demand in the field.

During the school year 1977-1978, a total of 29 states listed a total of 113 job opportunities. During the school year 1978-1979, a total of 37 states listed 221 vacancies, an increase of 108 positions from 8 additional states. (See Appendix A for detail listing of 1978-1979 job requests.)

d. Relationship of Personnel Preparation to BEH Priorities

The preface to this proposal indicated the BEH priorities. To further elaborate, the "Federal Register", Vol. 40, No. 35, p. 7412, has added a definition of "Severely Handicapped Children" in Section 121.2. This definition does describe the children whom graduates of the proposed program will serve. In addition, Section 121.3 Objectives, states, "To encourage additional educational programming for severely handicapped children to enable them to become as independent as possible, thereby reducing their requirements for institutional care, and providing opportunities for self-development."

From the same "Federal Register" (p. 7420), Section 121.f 10 identifies combined areas and multiply handicapped as an Area of Preparation eligible for federal support.

III. ACCOMPLISHMENTS TO DATE

A chronology of events and decisions cannot be appropriately reported, as the project evolved with many activities overlapping, and decisions were made on a continous basis. Therefore, in this section specific accomplishments are reported without consideration to a time reference.

a. Advisory Committee

The advisory committee was selected in consultation with the B.E.H. Project Officer. Members were selected to represent a variety of professional interests. It can be noted the majority of the members were not involved in the education of visually handicapped students. This was deliberately planned to give breadth to the project's concept by utilizing these inidivual's expertise. In addition to the professional members of the committee, a parent of a visually handicapped school age child, and a member of the adult blind community were also invited to participate.

Three formal meetings of the advisory committee were held. Due to other committments on the part of the committee members it was not possible for all members to attend each of the meetings.

The first meeting of the committee was primarily devoted to planning and review of the proposal. No major changes in the project as proposed were made at this meeting. Time was spent reviewing field sites for practica placements with the severe and profound multiply handicapped person and curricular content.

A literature search continued and professional competencies were generated and reviewed. During this formative process a number of things

became evident which altered the original plan and formed the basis for the recommendation of the advisory committee.

During the very short span of time since the application was first submitted, administrative and legislative decisions effecting the education of visually handicapped children took place in this geographical area. The resident school and public day schools were accepting greater numbers of multiply handicapped children. The state school and hospital for the retarded was sending its school age residents off the institution grounds into community based programs. As programs and teacher's roles were examined, it became evident all teachers of the visually handicapped needed the knowledge and skills necessary for teaching the multiply handicapped/visually handicapped persons, just as they needed knowledge and skills necessary to teach the able student. It was no longer feasible to think in terms of some students electing such a specialization.

As was stated previously in this report, prior to the initation of the special project, a portion of the students could elect work leading to competencies in the instruction of orientation and mobility. This aspect of the total program was scrutinized by the faculty and advisory committee. It became apparent that a dichotomy of knowledge and skills does not exist between competencies needed by teachers of visually handicapped children and those instructors who only teach orientation and mobility skills until that time when cane travel is introduced. All teachers need knowledge and skills in the psycho-motor domain, environmental understanding and control. It was most revealing to observe and note that in many instances the student teacher was in fact frequently working on the same objectives while both under the direction of the cooperating teacher in O&M and cooperating (academic)

teacher in the classroom and itinerant programs. This was particularly true when working with the multiply handicapped/visually handicapped students.

In considering these observations, the Advisory Committee and faculty concurred that all student should have the complete preparation program, without options for specialization. To accomplish this the program was extended to 14 months of full time study (See Appendix B for Typical Plan of Studies.)

The final meeting of the Advisory Committee was summative in nature. The program was totally reviewed, and members met in small groups with the current students subsequent to the final meeting, the committee sent the following letter to the Dean of the School of Education.

COLLEGE OF MEDICINE AND DENTISTRY OF NEW JERSEY

RUTGERS MEDICAL SCHOOL
University Heights
Piscataway, New Jersey 08854

Institute of Mental Health Sciences

Department of Psychiatry

Community Mental Health Center

July 9, 1979

Dr. James Kelly, Jr., Dean
School of Education
University of Pittsburgh
Pittsburgh, PA.

Dear Dr. Kelly:

I am writing as the spokesperson for the Advisory Committee for the Special Project on Personnel Preparation for Visually Handicapped/Severely and Profoundly Handicapped Persons. We have just completed our 2 1/2 year appointments as members of that committee. We recently visited the campus May 17 and 18 and had an opportunity to review the program, to speak with the faculty and to interview all the students. It was a very memorable and inspiring experience!

We decided, at the end of our meeting, that we had to share our reactions with you. The re-designed program encompasses the most current thinking in Special Education Training for Teachers of the Visually Impaired. Students graduate with competencies in teaching children with a variety of visual disorders, levels of vision, multiple handicaps, and ages. In addition, they have dual certification as teachers and mobility specialists.

The amount of work involved in the redesign of the program has been prodigious. Dr. Peabody, Dr. Moore, Dr. Golin, and Dr. Ducanis, are to be highly commended for their intense efforts in developing and executing this exciting new curriculum.

Perhaps the most impressive aspect of our interviews occurred when we spoke with the students. In spite of a very heavy load of coursework and practicum activities, they were eager, enthusiastic about the program, and looking forward to work in the field. In addition, they were extremely complimentary about the faculty, and deeply appreciative of the work and availability the faculty offered on their behalf.

We have all engaged in consultations and site visits, and agreed that it was a pleasure to watch this program grow and develop. It is inspiring to see the level of commitment, stress on quality and enthusiasm for work expressed by all concerned.

You should be very proud to have the Preparation of Teachers of the Visually Handicapped Program in your school. In our opinion, it could serve as a national model.

Sincerely,

Joan B. Chase, Ed.D.
Associate Professor

JBC/bh

Members of the Committee:

Judith Shelton
Louise Allwein
J. Gregory Olley, Ph.D.
Richard Whalen, Ph.D.
Josephine Taylor
Gideon Jones, Ph.D.
Sheldon Maron, Ph.D.
Ralph Peabody

b. Curricular Developments

As previously indicated a set of Objectives and Competencies were generated reviewed and revised. The individual competencies were then assigned to courses (See Appendix C.) A need was indicated to include in the program some rudimentary skill in sign language. The objective is to have a basic vocabulary of 300 to 500 words, in order to work with deaf/blind students and others lacking language skills. This has been added to the program curriculum in courses Sp. Ed. 235 and 236, "Education for the Visually Handicapped."

In determining the knowledge and experiences need to function as a case manager in the ecological model two areas received extensive attention. These were Assessment and the Interdisciplinary Team.

An Assessment course was developed and added to program curriculum. Not only does the course provide a theoretical background on testing but experience in critically evaluating the appropriateness of the instrument for visually handicapped students. A list of tests currently being revised, was developed (See Appendix D.) In many instances the tests indicated on the list are introduced in courses other than the assessment course. This is dependent on the particular course content.

Assessment is a vital part of the preparation program. During the Fall Term, all students participate in achievement testing at the Residential School. Practica assignments include extenstive assessemt (See "Guidelines for Practicum," Appendix E.) The Comprehsive Examination to be described later also utilizes the knowledge.

The competencies indicated far more knowledge of interdisciplinary teams than could possibly be incorporated into existing courses. Therefore, a new

course was developed by project staff. In order to involve a greater number of professions, the course was proposed to the School of Health Related Professions and approved.

The Interdisciplinary Team course was designed to introduce the student to the functions of the interdisciplinary team, and to examine the effect of variables which influence the team. These include professional roles, organizational settings, team dynamics, team leadership, communication, legal social and financial factors. The objectives of the course are:
The student will . . .

(1) demonstrate the ability to identify competencies and utilize other professionals in an interdisciplinary team.

(2) describe the impact of various organizational settings upon team functioning.

(3) analyze and evaluate the influence of team dynamics and of various sub-cultural factors (such as professional roles and status) upon the functions of an interdisciplinary team.

(4) evaluate various models for the education of team members in the function of teams and team development.

(5) analyze and evauate models of team decision-making.

(6) demonstrate the ability to communicate effectively with other team members and to function in appropriate roles within the team.

The course includes both didactic and experiental components which introduce the student to various facets of team operation.

In developing the course it became obvious, appropriate textbook material was not available. Therefore, the two faculty members developing the course authored a text, The Interdiscipinary Team published by Aspen Systems.

C. Comprehensive Examination

The Master's comprehensive examination reflects the objective of the program to develop competence of future teachers to serve as "case managers" for the entire educationally relevant environment of visually handicapped children and youth. Comprehensive evaluation of this competence is accomplished through a year long, continuing process. The faculty in the program of the visually handicapped will be responsible for the following evaluation process:

1. After the completion of the summer session introductory courses, students are assigned to teams of three members each.
2. Each team is assigned one child to be used for case study, with opthalmological and social history data.
3. As each team's courses are completed, teams request additional data relative to intellectual functioning, academic achievement, physical therapy, audiometric results, speech problems, etc., which they have learned to consider through their course work.
4. At the end of program, each team prepares a detailed case study and total Individual Educational Program for child.

The Master's Comprehensive Examination will be given in the final month of the last term of the student's program and will be administered and evaluated by the faculty.

IV. EVALUATION

Methodology and Data to be Collected

Evaluation Methodology 1978-1979

Realizing that it is necessary for faculty to utilize a model or scheme unique for the purposes of evaluating the entire Special Education Program in addition to the sub-components, a Committee on Evaluation has developed a long range plan for evaluation of the Program. The Evaluation Design for the teacher preparation program involves a comprehensive assessment of all project sub-components: The Program for the Education of the Mentally and Physically Handicapped, The Program for the Education of the Visually Handicapped, and The Program for the Education of the Deaf. This design includes both formative and summative evaluation procedures designed to gather data which will be utilized for decision making relative to course and program changes and modifications, in addition to providing evidence to external agencies as to the success of the program.

The following questions were developed to determine, in part, the effectiveness to which program graduates are meeting the needs of handicapped children and the degree to which the program facilitates the acquisition of the specified competencies:

1. How do current students perceive the effectiveness of the individual courses and practicum experiences?

2. How do current students and recent graduates of the program perceive the effectiveness of the total program?

3. What is the degree to which the advisement received by the students is meeting the perceived student needs?

4. Are the graduates of the program meeting the needs of handicapped children relative to supervisory evaluation?

Data for evaluating each project sub-component are generated from both internal and external sources. The two sources of data are, therefore, integrated for the purpose of making programmatic decision with regard to initiating changes or making modifications in the program. Internal evaluation data on practicum supervision, advisement, course evaluation, program evaluation, and competency attainment along with informal feedback from faculty and students are the basic sources of data. External evaluation data on meetings between faculty and administrators of Special Education Programs and parents (see previous application for Adivsory Board), supervisory evaluations of graduates, assessment of the relationships between program competencies and published guidelines of professional organizations, and interactions with other professionals outside the University are also used as evaluation sources.

These data coupled with students' attainment data are then integrated for the purpose of making decisions about program change and modification.

Evaluation of Student Competency

Entering competencies which can be assumed for students derive from the admission requirements of the Program in Special Education. A large majority of students admitted to the master's degree program in special education have completed one of the following undergraduate majors: (1) Preschool Education or Early Childhood Development, (2) Elementary Education, (3) Secondary Education, (4) Special Education. Students admitted with undergraduate majors other than those listed above are advised

to enroll in selected courses from the following categories prior to their admission: Educational Methodology, Educational Psychology, Developmental Psychology, Curriculum, or Foundations of Education.

Each project sub-component has developed a specific list of competencies that all graduates must acquire prior to graduation. The competencies identify the student performance relative to: (1) what the student is expected to do, (2) the specific instructional activities to be provided for the student, and (3) the specific method of assessment. To evaluate the effectivement to which the students enrolled have acquired the competencies, each course instructor designs assessment instruments to evaluate student attainment. The type of assessment procedure utilized by each instructor is determined by the nature of student performance. Therefore, a variety of evaluation procedures are utilized ranging from essay and multiple choice examinations to direct observation.

To graduate, a student must have fulfilled the accepted course of study at a level prescribed by the School of Education. A minimum of 3.0 Q.P.A., in at least 30 credit hours, is required for a Master's Degree. Each student's transcript and plan of study is reviewed by the Office of Student Personnel Services as the student applies for graduation.

Student Participation in Evaluation of Program

Students' evaluation, both formal and informal, is a continuing process. Discussions, questionnaires, and student representation on committees are sources of student information and evaluation.

To ascertain how current students perceive the effectiveness of the individual courses and practicum experiences, several investigative measures are undertaken (Question #1).

Course evaluation data are collected on a regular basis during the fall, winter, and spring terms and during the spring and summer sessions with the Course Evaluation Form (CEF). The CEF has 10 questions directed toward determining the quality of course instruction as perceived by students enrolled in each program course. Questions on the CEF cover the degree to which the course covered: (1) awareness of course objectives, (2) whether course experiences facilitated meeting the course objectives, (3) whether the course was organized to facilitate the student's meeting the objectives, (4) whether the assignments were relevant to the course objectives, (5) whether the textbook was helpful in meeting the course objectives, (6) whether the evaluation procedures assessed the student's attainment of the course objectives, (7) whether the instructor was responsive to questions by students in class, (8) whether course allowed for the expression of theoretical viewpoints other than those of the instructor, (9) whether instructor was available outside of class for comment or discussion of subject matter, and (10) whether student perceived that meeting the course objectives would enhance teaching of exceptional children.

The objective for course evaluation is to receive feedback from students so the instructor will have input for planning and improving the quality of course offerings. Student input is a very important variable in the total evaluation plan for the program.

A Student Practicum Questionnaire (SPQ) was designed for the purpose of determining the extent and quality of the supervision received by program students both on-site (cooperating teachers) and off-site (University staff) as well as the effectiveness of the practicum experiences as perceived by

the students. Students are requested to respond to a questionnaire containing two sections. Section A: On-Site Support has seven items which address the following areas: (1) The nature and quality of the practicum site, (2) number of hours spent with the cooperating teacher outside of the normal activity schedule, (3) the nature of the supervisory process, (4) the nature and quality of the practicum activities, and (5) recommendations regarding practicum site and cooperating teacher. Section B: Off-Site Support has four items covering the following areas: (1) Number of times the University supervisor visited the practicum site, (2) activities of the University supervisor during visits, (3) the quality of the University supervisor interaction with teacher trainee, and (4) the degree to which the practicum seminar, supervision by faculty, cooperating teacher, and doctoral students; interaction with professional staff at the cite and involvement with pupils contributed to professional growth.

The two sections of the questionnaire utilized a five-point scale from "excellent or very appropriate" to "not too good or inappropriate." The extremes of the scale have a direct relationship to the nature of the question. Some of the items require a simple yes-no response while others require the student to give specific information such as "Hours per week, on the average, did the cooperating teacher spend with the student." Data from the SPQ are compiled, presented in narrative form, and utilized by each sub-component faculty for decisions relative to program change or modification.

The Faculty Advisement Evaluation Form (FAE) was designed for the purpose of determing how students perceived the adequacy of advisement received during the course of their individual programs (Question #3).

The nine item form requests the students to identify area of specialization, and whether a change in advisor has been made during the graduate program. In addition, the students respond to seven items with a six-point scale which requires them to rate the advisor on: (1) availability for appointments, discussion of problems, and scheduling, (2) accuracy of information, (3) whether the advisory met individual needs, (4) assistance with thesis or dissertation (if applicable), and (5) flexibility within constraints of the program. To supplement the above categorical data, two additional questions were asked: "What would you like to have advisors do that they do not currently do?" and "What in particular did your advisor do that you found to be helpful?" Data from the FAE are evaluated in conjunction with data collected from other sources both internal and external by each Program sub-component faculty.

To ascertain a measure of the degree to which current students (graduating) perceive the effectiveness of the total program a Program Evaluation Questionnaire was designed. Students are asked to utilize a four-point scale from "contributed little" to "contributed greatly" to assess the degree to which the program developed skills, and also, the students' perceptions of their competence on the skills from "ineffective" to "very effective." The questionnaire covers perception of ability to: (1) apply principles of normal and exceptional growth and development, (2) select, administer, and interpret formal and informal diagnostic and assessment measures, (3) develop curricula, instructional sequences, and/or individual educational programs in response to objectively generated data, (4) identify and utilize appropriate educational strategies and materials to maximize achievement, (5) organize and manage child's learning environment,

(6) utilize community resources and ancillary educational personnel, (7) utilize appropriate communication methodologies (deaf), (8) work effectively with children, (9) work effectively with parents, (10) work effectively with colleagues, (11) work effectively with administrators, (12) apply knowledge of educational and psychological research, and (13) other. In addition, students are requested to assess, on the same scale, their perceptions of their own overall teaching effectiveness and the degree to which the program contributed to their proficiency level.

An on-going follow-up of graduates is conducted throughout the year. To ascertain a measure of the degree to which those graduates who have been teaching for one year perceive the effectiveness of the program, a Program Evaluation Questionnaire - Graduates was designed. Graduates are asked to assess competencies relative to: (1) relation to job performance (two-point scale, "non-essential" to "essential"), (2) common usage (four-point scale, "seldom" to "frequently"), (3) proficiency level (five-point scale, "ieffective" to "very effective"), and (4) program contributions to proficiency level (five-point scale, "contributed little" to "contributed greatly"). The questionnaire covers perceptions of the same abilities as listed for Current Students.

In addition to the formal evaluation questionnaires, student evaluations and suggestions are solicited by faculty through discussions with students. Faculty members routinely follow up graduates through letters, phone conversations, and personal contact.

Professional and State Agency Evaluation

By its nature, the Program for Special Education is subject to external review procedures by various state and accrediting organizations, e.g.,

Pennsylvania Department of Education, National Council on Accreditation of Teacher Education, and Middle States Association of Colleges and Secondary Schools. Program descriptions and approval procedures were established for a review by the Pennsylvania Department of Education leading up to certifications in Mentally and/or Physically Handicapped, Visually Handicapped, and Hearing Impaired. The Pennsylvania Department of Education currently issues certification in these three areas only. These program review procedures not only provide feedback data to set direction for program development and re-design, but the approval process provides summative evaluative data regarding the success of the program.

An equally valuable procedure is assessment of the relationships between program competencies, curriculum design, and published guidelines from professional organizations, e.g., Council for Exceptional Children and the American Foundation for the Blind. This ongoing faculty activity is an integral part of all program planning.

Employers' Participation in Evaluation

Evaluation implies not only a clear assessment of the quality of existing courses, curriculum, and requirements, but a continual re-evaluation of the training and manpower demands of the agencies and schools in which the graduates are employed.

To investigate how well the graduates of the program are meeting the needs of handicapped children relative to supervisory evaluation, both internal and external, input data were utilized. Meetings between faculty members and the Advisory Board were scheduled on a regular basis during the fall and spring terms of the academic year. The Advisory Board was composed of administrators of special education programs, special

education teachers, parents of exceptional children, current students, and program graduates. The purpose of the meetings was to ascertain additional external feedback on the degree to which the teacher preparation program is preparing teachers to deliver effective services to exceptional children. The meetings of the Advisory Board center around such topics as program curriculum, program strategy, and the program evaluation model.

The Employer Evaluation Questionnaire (EEQ) was designed for the purpose of generating objective data on the effectiveness of recent program graduates in providing services for the handicapped (Question #4). The questionnaire was mailed to agencies throughout the United States employing graduates of the Program. Immediate supervisors of the graduates were asked to evaluate the graduates with whom they worked on an individual basis by rating them on a six-point scale, ranging from "ineffective" to "very effective." Although many of the employing agencies employed a large number of graduates, supervisors were asked to assess the competencies of only those graduates who had completed the Program in the past year (1977-1978). Because of union contractual agreements with many of the employing agencies, supervisors were requested to avoid identifying graduates by name.

Utilizing the six-point scale, the supervisors rated graduates on their mastery of ability to: (1) apply principles of normal growth and development; (2) apply principles of exceptional development; (3) administer and interpret diagnostic and assessment instruments; (4) utilize appropriate communication, instructional strategies and evaluation procedures; (6) utilize appropriate instructional material; (7) develop curriculum; (8) utilize community resources and educational support services; (9) critically

evaluate research and determine its educational relevance; (10) work effectively with children; (11) work effectively with parents; (12) work effectively with professional colleagues.

Data Collected 1978-1979

Summary of Course Evaluation (Question #1)

A 10 item Course Evaluation Questionnaire (CEQ) was administered to students at the end of the fall and winter terms, spring session, and summer session and spring terms, 1978-79. The items on the questionnaire covered: course objectives; course experiences; course organization; usefulness of assignments in meeting objectives; textbook; evaluation procedures; instructor's openness to questions and the expression of different ideas; availability of instructor outside of class; and students' perception of usefulness of course objectives.

Each instructor receives an analysis of the evaluation data relative to each course which he teaches, in addition to the analysis of data over all courses which have been offered during the term. In addition, the students are requested to respond to an open-ended question: "For other students who will take this course in the future, what changes would you suggest?" Responses to this question are typed and submitted to the responsible faculty member.

The course evaluation data which are presented here represents the total compilation over all courses offered during the terms. These data are used primarily as summative evaluation evidence. Individual course data is utilized by each instructor as formative evaluation input for decision-making concerning course structure, textbooks, etc., and the

TABLE I

Percentage of Responses to Each Category
Course Evaluation Questionnaire - Summer Session, Spring Term, 1978
N = 269

Scale: 0 = Not at all, to 4 = Very much

QUESTION	0	1	2	3	4
1. The course objectives were clearly stated.	1.1	7.8	12.6	32.3	45.4
2. The experiences which were provided helped me to meet the course objectives.	3.7	10.4	22.7	34.6	28.3
3. The course was organized in such a way to facilitate my attainment of the course objectives.		10.4	22.8	34.0	27.2
4. The assignments (other than textbook) were relevant to the course objectives.	1.6	8.4	15.7	28.5	45.4
5. The textbook was helpful in meeting the course objectives.	8.3	7.1	18.8	30.5	35.0
6. The evaluation procedures fairly assess my attainment of the course objectives.	7.1	14.6	24.0	32.6	21.3
7. The instructor was responsive to questions by students in the class.	2.6	6.8	12.1	20.0	58.1
8. The course allows for the expression of theoretical viewpoints, relative to the subject matter of the course, which were other than those of the instructor.	3.5	9.6	16.5	31.2	38.8
9. The instructor was available outside of class to further comment on or discuss the subject matter.	2.6	4.3	10.2	25.2	56.7
10. Meeting the course objectives will enhance my teaching exceptional children.	7.7	4.6	14.7	22.4	50.6

NOTE: Percentages do not sum to 100 due to omissions.

TABLE II

Percentage of Responses to Each Category
Course Evaluation Questionnaire - Fall, 1978
N = 333

Scale: 0 = Not at all, to 4 = Very much

QUESTION	0	1	2	3	4
1. The course objectives were clearly stated.	0.6	4.8	11.4	27.9	55.3
2. The experiences which were provided helped me to meet the course objectives.	1.5	4.8	17.7	35.7	39.9
3. The course was organized in such a way to facilitate my attainment of the course objectives.	2.7	8.1	14.4	38.4	36.3
4. The assignments (other than textbook) were relevant to the course objectives.	1.5	3.7	13.6	28.4	52.8
5. The textbook was helpful in meeting the course objectives.	9.8	10.5	16.8	32.9	30.1
6. The evaluation procedures fairly assess my attainment of the course objectives.	3.7	7.1	16.0	36.2	37.1
7. The instructor was responsive to questions by students in the class.	0.9	2.7	5.4	16.0	75.0
8. The course allows for the expression of theoretical viewpoints, relative to the subject matter of the course, which were other than those of the instructor.	2.5	3.1	11.5	26.9	56.0
9. The instructor was available outside of class to further comment on or discuss the subject matter.	0.9	2.2	7.3	24.3	65.3
10. Meeting the course objectives will enhance my teaching exceptional children.	1.5	4.3	6.7	26.4	61.1

NOTE: Percentages do not sum to 100 due to omissions.

37

TABLE III

Percentage of Responses to Each Category
Course Evaluation Questionnaire - Winter, 1978
N = 250

Scale: 0 = Not at all, to 4 = Very much

QUESTION	0	1	2	3	4
1. The course objectives were clearly stated.	0	3.6	8.4	22.0	66.0
2. The experiences which were provided helped me to meet the course objectives.	0	5.6	13.2	25.6	55.6
3. The course was organized in such a way to facilitate my attainment of the course objectives.	0.4	7.6	13.2	24.4	54.0
4. The assignments (other than textbook) were relevant to the course objectives.	0.4	4.0	6.5	20.6	68.4
5. The textbook was helpful in meeting the course objectives.	4.3	4.3	11.4	31.5	48.4
6. The evaluation procedures fairly assess my attainment of the course objectives.	1.7	5.4	9.2	32.1	51.7
7. The instructor was responsive to questions by students in the class.	0	3.6	2.8	15.2	78.4
8. The course allows for the expression of theoretical viewpoints, relative to the subject matter of the course, which were other than those of the instructor.	0.8	3.3	3.8	22.2	69.9
9. The instructor was available outside of class to further comment on or discuss the subject matter.	0	2.0	5.3	17.1	75.5
10. Meeting the course objectives will enhance my teaching exceptional children.	1.6	5.3	7.7	21.1	64.2

NOTE: Percentages do not sum to 100 due to omissions.

overall program summary each instructor as a baseline for comparison. Since the same students take several courses each term in the department, this baseline data serves partially to equalize specific personality characteristics which might be reflected from year to year among the groups of students. While the program evaluation is considered by each sub-component faculty in their faculty meetings, the course evaluation data is not released beyond each individual instructor.

Summary of Practicum Data (Question #1)

The Student Practicum Questionnaire (SPQ) was designed for the purpose of determining the extent and quality of the on-site (cooperating teacher) and off-site (University staff) components of the practicum. Twenty-one questionnaires were completed by students in the program for the education of the visually handicapped children and youth at the end of the spring session, 1978-79.

Each evaluation component (student, graduate, employer) has been evaluated as successful if fifty percent or more of respondents judge the measuring instruments at better than average (four or five on a five-point scale, five or six on a six-point scale, three or four on a four-point scale), and if twenty percent or less of respondents judge the measuring instruments at below average (one or two on all scales). Any item which does not come to this criteria will be considered as to the implications for change in the program.

Section A: On-Site Support

Question #1 focused on the following aspects of the practicum site: (a) exceptionality areas served; (b) age level of clients; (c) setting type (school, clinic, etc.); (d) available learning experiences; (e)

facilities; (f) professional staff; (g) accessibility (travel distance); and (h) workload. The students were required to utilize a five-point scale ranging from "not too good/inappropriate" to "excellent/very appropriate." All responses met the stated criteria.

Question #2 asked students, "Would you recommend this site to another student?" Ninety percent of the responses indicated "yes" while 10 percent indicated "no."

Question #3 dealt with the number of hours the cooperating teacher spent with the student in supervisory function. On the average, 14 hours per week were spent by the cooperating teacher in a supervisory function with the student.

Question #4 asked the student to rate on a five-point scale whether the time spent by the cooperating teacher was "too little" to "too much." Sixty percent of the students indicated that the amount of time spent by the cooperating teacher was "about right," eleven percent of the students indicated "too much" while five percent indicated that the time was "too little."

Question #5 focused on the following factors relative to the cooperating teacher: (a) oriented me to class and pupil profiles; (b) explained his/her instructional goals; (c) explained his/her instructional style; (d) oriented me to administrative rules and procedures; (e) informed me of faculty/staff meetings and other site events; (f) reviewed my instructional plans; (g) referred me to helpful resources; (h) suggested useful plan modifications; (i) observed me when I worked with pupils; and (j) provided me with constructive feedback on my performance. The students responded to the questions via a five-point scale ranging from "not at all" to "fully."

On each item, over 50 percent of the students' responses were above average; however, 25 to 40 percent of the students rated items (f), (g), (h), and (j) below average, indicating that some students could have received more individual direction from their cooperating teachers.

Question #6 was concerned with the cooperating teacher interaction with the student. The following areas were of concern: (a) allowed me to engage in meaningful learning activities; (b) encouraged initiative on my part; (c) was receptive to my questions and comments; (d) made me feel welcome and useful; (e) always had (or made) time to help me; and (f) modeled appropriate behaviors within and without the classroom. A five-point scale was utilized by the students in responding to the six questions. The scale ranged from "strongly disagree" to "strongly agree." Over seventy-five of the students responding to the question rated all items "agree" to "strongly agree" (four and/or five on scale 1-5).

When the students were asked whether they would recommend the cooperating teacher to another student in Question #7, 90 percent indicated "yes," 10 percent "no."

Before the practicum term began, a meeting between field supervisors and administrators and the University faculty was conducted at which time a description, in very specific terms, of those instructional opportunities which the the practicum students were expected to experience was shared. During the 1978-79 school year, field supervisors and University faculty worked together to ensure that each practicum student was afforded as many of those specific experiences as feasible. A comparison of the data collected from the students who served practicums during the 1977-78 school year and the data collected from the students who served practicums

during the 1978-79 school year reveals that most of the items which were not rated at an acceptable criteria during the 1977-78 school year, were rated at an acceptable criteria during the 1978-79 school year.

Section B: Off-Site Support

Question #1 focused on the number of University staff supervisory visits at the practicum site. Since the questionnaires reflected practicum at the residential school, practicum in an itinerant public day school program (University supervisors are not able to personally visit these sites) and a combination of residential school and itinerant programs, it is not possible to analyze these data in any meaningful way. Supervision was largely the responsibility of doctoral students during the year, and the master's degree student's assessment of their contribution is reflected in question #4.

Question #2 was concerned with the nature of the supervisor visits. The following items were responded to by the students via a five-point scale ranging from "never" to "always" (a) observed you working with pupils; (b) met alone with your cooperating teacher; (c) met alone with you; (d) met jointly with you and your cooperating teacher; and (e) other.

All of the students indicated that the supervisor observed them working with pupils, but only 50% of the students indicated that the supervisor met with them alone after the observation. The students indicated that they did not know if the supervisor met alone with the cooperating teacher, and none of them indicated that the supervisor met with them and the cooperating teacher. Responses to this question are difficult to interpret, for the same reasons as in Question #1.

Question #3 had seven items covering the following areas: (a) preparation of cooperating teacher by University supervisor for the demands of the practicum; (b) reliability of the University supervisor with respect to the handling of procedural problems; (c) providing of meaningful directions; (d) observing of student engaging in representative activities; (e) providing of constructive feedback following observation of student; (f) scheduling private conferences; and (g) providing of helpful suggestions for solving instructional problems. A five-point scale was utilized with the items ranging from "strongly disagree" to "strongly agree."

Of the students responding to the items, 30% indicated that in their opinion, the cooperating teacher had not been prepared by the University supervisor for the demands of the practicum. Over fifty percent of the students responded "agree" to "strongly agree" on all other items.

Question #4 had seven items dealing with the degree to which the practicum experience contributed to the student's professional growth. A five point scale ranging from "contributed nothing" to "contributed a great deal" was used to evaluate the following: (a) practicum seminar; (b) supervision provided by University faculty and cooperating teacher; (c) interaction with other professional staff at practicum site; and (d) direct instructional involvement with pupils. Thirty-six to 58 percent of the students rated all items "above average" to "contributed a great deal." Over 50% of the responses indicated "above average" to "contributed a great deal" on all items but (b) supervision provided by University faculty and cooperating teacher. Seventy-five percent,

however, rated supervision by doctoral students as contributing "above average" or a "great deal" to their professional growth.

Summary of Evaluation of Advisement Data (Question #3)

Current students in the program were asked to complete a nine-item Faculty Advisement Evaluation Questionnaire (FAQ) at the end of the spring term of 1978-79. Fourteen students completed the form. Sixty-four to 78 percent of the students completing the form felt the advisement was "almost always," or "always" effective across all items. Seven to 14 percent of the students felt the advisement was "usually" effective across all items. One student felt the advisement was "rarely" effective.

Two open-ended questions were asked. One question focused on: "What the student would like to have advisors do that they do not currently do?" Five responses were made to this question. The following are the responses to the question:

1. More individual criticisms and observations during internships.
2. All of my personal needs were met.
3. Think a little more of our futures and a little less of their own.
4. Can't think of anything.
5. Take students more seriously.

The second open-ended question asked, "What is particular did your advisor do that you found to be helpful?" Twelve responses were made to this question. The following are the comments:

1. Very realistic in his/her approaches to advising graduate students.
2. ...was extremely understanding and went out of the way to provide assistance.
3. Encouragement, advice, their expertise.

TABLE IV

Percentage of Responses to Each Category
Faculty Advisement Evaluation Questionnaire
N = 13
Visually Handicapped Program

Question	Does Not Apply	Never	Rarely	Sometimes	Usually	Almost Always	Always
1. Was your advisor available for appointments, discussion of problems, scheduling?	-	-	-	7	-	21	57
2. Was the information given by the advisor accurate?	-	-	-	7	14	14	64
3. Did you feel your advisor attempted to meet your individual needs?	-	7	-	14	14	14	50
4. Was your advisor available for help with your thesis or dissertation?	-	-	-	-	-	-	-
5. Was your advisor flexible within the general constraints of the program?	-	-	7	7	14	21	50
6. What would you like to have advisors do that they do not currently do?				OPEN ENDED			
7. What in particular did your advisor do that you found to be helpful?				OPEN ENDED			
	Yes	No	Not Apply	No Response			
8. Have you changed advisors during your graduate program?	-	100	-	-			

NOTE: Percentages do not sum to 100 due to omissions.

4. ...was very knowledgeable.
5. Listened to our complaints!
6. Interpret course scheduling manual, assist in acquiring credits in appropriate areas.
7. ...was always available...sincerely interested in students.
8. Job info.
9. Just gave general advice, not always directly related to the profession.
10. Was flexible as both advisor and teacher. Recognized that we have lives outside of being a student. Advised of procedures well in advance of due date.
11. Lots of practical advice and experiences.
12. Very supportive.

Summary of Program Evaluation Data (Question #2)

A 13-item Program Evaluation Questionnaire (PEQ) was constructed to assess the degree to which students in attendance during the 1978-79 academic year perceived the effectiveness of the program. The students were asked to respond to each of the 13 items on the PEQ by using a four point scale from "contributed little" to "contributed greatly" to assess the degree to which the program developed skills, and also, the students' perceptions of their competence on the skills from "ineffective" to "very effective." The questionnaire covered perception of ability to: (1) apply principles of normal and exceptional growth and development, (2) select, administer, and interpret formal and informal diagnostic and assessment measures, (3) develop curricula, instructional sequences, and/or individual educational programs in response to objectively generated data, (4) identify and utilize appropriate educational strategies and materials to maximize achievement, (5)

organize and manage child's learning environment, (6) utilize community resources and ancillary educational personnel, (7) utilize appropriate communication methodologies (deaf), (8) work effectively with children, (9) work effectively with parents, (10) work effectively with colleagues, (11) work effectively with administrators, and (12) apply knowledge of educational and psychological research. In addition, students are requested to assess, on the same scale, their perceptions of their own overall teaching effectiveness and the degree to which the program contributed to their proficiency level.

A total of 14 current students completed the questionnaire from the Program. Of the students completing the PEQ, 72 to 100 percent indicated positive responses of "above average" (three) to "very effective" (four) for all proficiency items. The lowest items (72%) related to the degree of proficiency in working with parents.

When the students were asked to respond to the PEQ relative to the degree to which the program had contributed to their proficiency level, 50 to 100 percent of the students responded "above average" (three) to "contributed greatly." Fifty percent of the students responded "below average" (two) to the one item relating to working with parents; 14 percent responded "below average" to the item relating to working with colleagues, and 35 percent responded "below average" to "contributed little" to the item related to working with administrators. Twenty-one percent of the students responded "below average" to the program contribution to proficiency in applying knowledge of educational and psychological research, and 14 percent (2 students) responded "below average" to the program contribution to their overall teaching effectiveness.

TABLE V

Percentage of Responses to Each Category
Program Evaluation Questionnaire - Current Students (Visually Handicapped)
N = 13

Questions	Proficiency Level				Program Contributions to Proficiency Level			
	Very Effective			Ineffective	Contributed Greatly			Contributed Little
Apply principles of normal and exceptional growth and development.	64	36	--	--	64	28	7	--
Select, administer, and interpret formal and informal diagnostic and assessment measures.	57	43	--	--	85	14	--	--
Develop curricula, instructional sequences, and/or individual educational programs in response to objectively generated data.	50	50	--	--	64	21	14	--
Identify and utilize appropriate educational strategies and materials to maximize achievement.	50	50	--	--	50	50	--	--
Organize and manage child's learning environment.	57	36	7	--	71	21	7	--
Utilize community resources and ancillary educational personnel.	64	28	7	--	50	28	21	--
Utilize appropriate communication methodologies (deaf) N = 8.	--	--	--	--	--	--	--	--

NOTE: Percentages do not sum to 100 due to omissions.

University of Pittsburgh

TABLE V (continued)

Questions	Proficiency Level				Program Contributions to Proficiency Level			
	Very Effective			Ineffective	Contributed Greatly			Contributed Little
Work effectively with: Children	85	14	--	--	64	35	--	--
Parents	35	35	28	--	14	35	50	--
Colleagues	57	43	--	--	57	28	14	--
Administrators	35	35	7	7	14	43	21	14
Apply knowledge of educational and psychological research.	35	50	14	--	35	35	21	--
Overall teaching effectiveness.	50	42	--	--	28	50	14	--

Students were also requested to supply comments, suggestions, and/or recommendations in an open-ended queston. Only four students responded:

1. All for more student input.
2. More work in specifics with how to deal with parents, parent group. Possibly doing internship one day a week in learning this.
3. I thoroughly enjoyed the course!
4. This last year has proved to be the most practical and rewarding educational experience that I have participated in. This seems to be the result of the positiveness and the expertise of the teaching staff, and my desire to share in their knowledge.

A Program Evaluation Questionnaire was constructed, utilizing the same 13 items, to assess the degree to which graduates perceived the effectiveness of the program. The graduates were asked to respond to each of the items on four dimensions: (1) Relation to job performance, (Essential or Non-Essential); (2) Common Usage, (four point scale from "Seldom" to "Frequently"); (3) Proficiency level, (four point scale "Ineffective" to "Very Effective"); and (4) Program contributions to proficiency level, (four point scale "Contributed little" to "Contributed greatly"). Ten graduates from the 1977-78 academic year responded.

Only two of the skills were rated non-essential: "Utilize community resources and ancillary educational personnel" (40 percent of respondents); and "Apply knowledge of educational and psychological research" (80 percent of respondents).

Thirty to 100 percent of the graduates indicated that the skills were used "Fairly Often" or "Frequently". Over 80 percent of the students indicated that all skills were used "Fairly Often" or "Frequently" with the

TABLE VI

Percentage of Responses to Each Category
Program Evaluation Questionnaire - Graduates (Visually Handicapped)
N = 10

Items	Relation to Job Performance		Common Usage				Proficiency Level					Program Contributions to Proficiency Level				
	Essential	Non-Essential	Frequently	Fairly Often	Occasionally	Seldom	Very Effective				Ineffective	Contributed Greatly				Contributed Little
Apply principles of normal and exceptional growth and development.	100	--	100	--	--	--	30	50	20	--	--	80	10	10	--	--
Select, administer, and interpret formal and informal diagnostic and assessment measures.	100	--	100	--	--	--	80	20	--	--	--	100	--	--	--	--
Develop curricula, instructional sequences, and/or individual educational programs in response to objectively generated data.	100	--	100	--	--	--	--	60	40	--	--	20	40	40	--	--
Identify and utilize appropriate educational strategies and materials to maximize achievement.	100	--	100	--	--	--	20	60	20	--	--	20	40	40	--	--
Organize and manage child's learning environment.	100	--	100	--	--	--	30	30	40	--	--	20	50	30	--	--

NOTE: Percentages do not sum to 100 due to omissions.

University of Pittsburgh

TABLE VI (continued)

Items	Relation to Job Performance		Common Usage				Proficiency Level					Program Contributions to Proficiency Level				
	Essential	Non-Essential	Frequently	Fairly Often	Occasionally	Seldom	Very Effective				Ineffective	Contributed Greatly				Contributed Little
Utilize community resources and ancillary educational personnel.	60	40	100	20	10	10	40	10	40	10	--	30	30	30	10	--
Utilize appropriate communication methodologies (deaf).	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Work effectively with: Children	100	--	100	--	--	--	30	60	10	--	--	40	20	30	10	--
Parents	100	--	100	--	--	--	40	50	10	--	--	20	40	30	10	--
Colleagues	100	--	100	--	--	--	30	60	10	--	--	20	50	30	--	--
Administrators	100	--	100	--	--	--	20	40	40	--	--	--	20	30	10	40
Apply knowledge of educational and psychological research.	20	80	--	--	30	70	--	30	50	20	--	--	60	10	10	20
Overall teaching effectiveness.	100	--	100	--	--	--	40	50	10	--	--	70	20	10	--	--

NOTE: Percentages do not sum to 100 due to omissions.

exception of "Apply knowledge of educational and psychological research". Evaluation of these data confirms the appropriateness and importance of the competencies which were being developed through the program activities.

Thirty to 100 percent of the graduates rated their proficiency level of the skills as "Above Average" or "Very Effective". Ten percent (1 person) rated his proficiency level as "Below Average" on two items and one person rated his level as "Ineffective" on one item. Twenty to 100 percent of the students indicated that the program contributed "Above Average" or "Contributed Greatly" to their proficiency level. One item falls below the criteria level: "Work effectively with administrators" (20 percent). It should be noted, however, that the students rated their own proficiency level on this item as relatively high. Graduates rated their own proficiency and the program contribution below average only on the item referring to applying research.

Summary of Employer Evaluation Data (Question #4)

A 12-item Employer Evaluation Questionnaire was designed for the purpose of determining the effectiveness to which program graduates provided services for handicapped individuals. The questionnaire was submitted to agencies employing 1978 graduates of the Program. Immediate supervisors of graduates were asked to evaluate the graduates with whom they worked by rating them on a six-point scale. The scale ranged from "Ineffective" to "Very Effective". Although a number of agencies employed a large number of graduates, supervisors were asked to assess the competencies of only those graduates who had completed the program during the 1978 academic year. At the time of preparation of this report, only six supervisors completed the questionnaire.

The supervisors were asked the question, "Does the teacher:" (1) Apply principles of normal growth and development; (2) Apply principles of exceptional development; (3) Administer and interpret diagnostic and assessment instruments; (4) Utilize appropriate communication, instructional strategies, and evaluation procedures; (5) Generate an instructional sequence based upon objectively generated data; (6) Utilize appropriate instructional material; (7) develop curriculum; (8) Utilize community resources and educational support services; (9) Critically evaluate research and determine its educational relevance; (10) Work effectively with children; (11) Work effectively with parents; (12) Work effectively with professional colleagues. Over 83 percent of the supervisors rated the graduates on all but one item "Above Average" or "Very Effective" (five and/or six). This one item, 'Develop curriculum" was judged to be not applicable by one supervisor, and two supervisors rated the graduates as slightly "Below Average" (three).

These data coupled with students' attainment data have been integrated for the purpose of making decisions about program changes and modifications. Such changes which have resulted appear in the narrative portion of this proposal.

TABLE VII

Percentage of Responses to Each Category
Employer Evaluation Questionnaire
N = 6
Visually Handicapped Program

	Degree of Skill						
	Ineffective			to		Very Effective	
Questions	NA	1	2	3	4	5	6
DOES THE TEACHER:							
1. Apply principles of normal growth and development.	--	--	--	--	17	50	34
2. Apply principles of exceptional development.	--	--	--	--	17	34	50
3. Administer and interpret diagnostic and assessment instruments.	--	--	--	--	--	34	66
4. Utilize appropriate communication, instructional strategies, and evaluation procedures.	--	--	--	--	--	34	66
5. Generate an instructional sequence based upon objectively generated data.	--	--	--	--	--	34	66
6. Utilize appropriate instructional material.	--	--	--	--	--	--	100
7. Develop curriculum.	17	--	--	34	34	17	--
8. Utilize community resources and educational support services.	--	--	--	--	17	67	17
9. Critically evaluate research and determine its educational relevance.	17	--	--	34	50	--	--
10. Work effectively with children.	--	--	--	--	17	34	50
11. Work effectively with parents.	--	--	--	--	17	34	50
12. Work effectively with professional colleagues.	--	--	--	--	--	34	67

APPENDIX A

List of States with Job Opportunities

APPENDIX A

States listing job opportunities and number of opportunities.

S.C.	12
Penna.	22
Del.	8
Texas	18
Ohio	10
N.Y.	18
Iowa	2
Wisc.	7
Oregon	13
Kansas	4
Utah	1
Georgia	2
Virg.	13
Fla.	16
Idaho	6
Cal.	8
Neb.	1
N.C.	1
Montana	2
Louisiana	7
ILL.	11
W. Virg.	2
N.H.	4
Minn.	3
Ariz.	4
Maryland	1
Conn.	1
Maine	1
Arkansas	2
S.D.	1
N.D.	2
Mo.	3
Mass.	7
Nevada	1
Hawaii	1
Tenn.	1
Alaska	5
States	37
Job Total	221

APPENDIX B

Typical Plan of Studies

UNIVERSITY OF PITTSBURGH
Program in Special Education
Education of the Visually Handicapped

Suggested Plan of Study

Dept. & Course No.	Course Title	Credits
Summer Session		
Ed. Psych 212	Psych. of Exceptional Development	3
SE 233	Information Theory for Visually Handicapped	1
SE 240	Fds. of Orientation and Mobility	2
SE 292	Practicum	1
	Total	7
Fall Term		
SE 231	Educational Assessment	3
HRP 254	The Interdesciplinary Team	3
SE 234	Utilization of Visual Information	1
SE 235	Education for the Visual Handi.	2
SE 237	Anat. Phys., & Ed. Rel, of Dis. of the Eye	2
SE 241	Fds. of Orientation and Mobility II	2
SE 243	Braille and Tactile Instructional Materials I	1
SE 292	Practica (Acd. & O&M)	1
	Total	15
Winter Term		
Ed. Psych. 201	Advanced Educational Psych.	3
Ed. Res. 210	Introduction to Educational Research	3
SE 236	Education for the Visually Handi.	3
SE 292	Practica (Acd. & O&M)	4
SE 296	Internship	2
	Total	15
Spring Term (Spring & Summer Sessions)		
Fds. Educ. 204	Social Forces in Education	3
SE 236	Education for the Visually Handi.	1
SE 238	Teaching Reading with the Optacon	2
SE 244	Braille and Tactile Materials II	2
SE 290	Research Seminar in Special Education	3
	Total	11

Revised 6/79

APPENDIX C

Objectives and Competencies

University of Pittsburgh

VISUALLY HANDICAPPED
PROGRAM OBJECTIVES

Objective 1.00

Ability to identify needs of the pre-school and school age person which may be amenable to aid

Objective 2.00

Ability to assess visually handicapped and visually handicapped/ multiply handicapped persons using a variety of procedures

Objective 3.00

Ability to identify competencies and possible contributions of others who might bring their expertise to bear upon the problems of the visually handicapped person

Objective 4.00

Ability to develop curricula and individualized educational programs which maximize the possibilities of visually handicapped persen's progress

Objective 5.00

Ability to identify and utilize appropriate instructional strategies to facilitate the achievement of the full potential of visually handicapped persons

Objective 6.00

Ability to organize and modify the child's learning environment in order to facilitate learning

Objective 7.00

Ability to utilize technology which is available to ameliorate the problems of the VH and VH/MH person and enhance his development

Objective 8.00

Ability to utilize educational and psychological research

Objective 9.00

Ability to utilize agencies and organizations in the disposition of resources to meet the needs of VH and VH/MH persons

Objective 10.00

Ability to recognize legal constraints and ethical principles which might impinge upon his own, significant others, and the exceptional persons activities

University of Pittsburgh

Objective 11.00

Ability to function as a member of the team serving pre-school and school-age visually handicapped persons

Objective 12.00

Ability to function as a case manager for pre-school and school-age visually handicapped persons

ABILITY TO IDENTIFY NEEDS OF THE PRE-SCHOOL AND SCHOOL AGE PERSON WHICH MAY BE AMENABLE TO AID
OBJECTIVE 1.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
1.10 Knowledge of normal growth and development		
1.11 Affective .	1.11 Lecture and discussion of theories of psycho-social development Readings and discussion of text material. Analysis of Case Study (Ed Psych 212)	1.11 Evaluation of case study analysis
1.12 Cognitive	1.12 Lecture and discussion of theories of cognitive development Readings and discussion of text material Analysis of Case Study (Ed Psych 212)	1.12 Evaluation of case study analysis
1.13 Psychomotor	1.13 Lectures on theories of perceptual development Design of instructional materials for the development of the utilization of visual information (Sp Ed 234)	1.13 Evaluation of instructional materials
	Lectures about the psychomotor domain supplemented by an instructor-designed developmental model for motor and spatial-conceptual growth derived from research and several checklists of normal child development Readings (Sp Ed 240,241)	Written examination

57

COMPETENCIES	ACTIVITIES	ASSESSMENT
1.20 Knowledge of growth and development of visually handicapped children and youth.		
1.21 Affective	1.21 Lectures, discussion and reading about the impact of a visual handicap on emotional attitudes, motivational states, and states of adjustment (Ed Psych 212, Sp Ed 235)	1.21 Class discussion Written examination
1.22 Cognitive	1.22 Lectures, discussion, observation and reading about the effects of visual handicap on developmental processes, recognizing developmental lags (Sp Ed 235)	1.22 Class discussion Written examination
1.23 Psychomotor	1.23 Lectures on the psychomotor development of the visually impaired Films of blind and visually impaired children at various stages of psychomotor development Readings from assigned bibliography & texts (Sp Ed 240, 241)	1.23 Written examination
	Preparation of sequential instructional objectives for developing utilization of visual information (Sp Ed 234)	Evaluation of objectives

COMPETENCIES	ACTIVITIES	ASSESSMENT
1.30 Effect of Societal Attitudes on the development of visually handicapped/multiply handicappped persons		
1.31 Teachers	1.31 Lectures, discussion and readings about attitudes which affect visually handicapped child in school. Practica experiences and observations (Sp Ed 235, 236)	1.31 Class discussion Written examination
1.32 Parents and families	1.32 Lectures, discussion and reading about the potential stress upon family members and its effect upon the child (Sp Ed 235) Analysis of Case Study (Ed Psych 212)	1.32 Class discussion Written examination Evaluation of case study analysis

ABILITY TO ASSESS VISUALLY HANDICAPPED AND VISUALLY HANDICAPPED/MULTIPLY HANDICAPPED PERSONS USING A VARIETY OF PROCEDURES
OBJECTIVE 2.00

COMPETENCY	ACTIVITIES	ASSESSMENT
2.10 Knowledge of the application of principles of normal growth and development in the assessment of exceptional children and youth.		
2.11 Affective	2.11 Lectures on norming, and interpretation of test scores: tests of personality variables	2.11 Written examination
	Written critique of personality tests (Sp Ed 231)	Evaluation of critique
2.12 Cognitive	2.12 Lectures on norming, and interpretation of test scores: tests of cognitive abilities	2.12 Written examination
	Written critique of cognitive tests (Sp Ed 231)	Evaluation of critique
2.13 Psychomotor	2.13 Lecture on tests of specific abilities	Written examination
	Demonstration of selected perceptual motor tests	
	Preparation of IEP planning procedures (Sp Ed 231)	Evaluation of written planning procedures

COMPETENCY	ACTIVITIES	ASSESSMENT
2.20 Knowledge of formative and summative assessment of specific skills		
2.21 Cognitive Skills		
2.211 Tactual Reading	2.211 Demonstration of available tests Preparation of Component Analysis of task Lectures on Information Theory and perceptual development Preparation of IEP planning procedure (Sp Ed 233,243) Supervised practicum	2.211 Evaluation of written planning procedure Evaluation of practicum
2.212 Visual Reading	2.212 Lectures on reading objectives Lectures on commercial tests Preparation of IEP planning procedure (Sp Ed 231, 243) Supervised practicum	2.212 Evaluation of written planning procedure Evaluation of practicum Evaluation of practicum
2.213 Mathematics	2.213 Lectures on sequential development of math skills Analysis of available tests (Sp Ed 231, 244) Supervised practicum	2.213 Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
2.214 Listening	2.214 Lectures on sequential development of skills Preparation of Component Analysis of task Examination and demonstration of available tests Preparation of IEP Planning Procedure (Sp Ed 236)	2.214 Written examination Evaluation of written Planning Procedure
2.215 Cognitive Operations	2.215 Lectures on theories of cognitive development Lectures on selection of test items Preparation of IEP planning procedure Analysis of case study (Ed Psych 212, Sp Ed 231, 233)	2.215 Evaluation of written planning procedure Evaluation of Case Study Analysis
2.22 Perceptual Skills		
2.221 Visual Functioning	2.221 Lectures on perceptual development Preparation of Component Analysis of task Lectures on informal assessment techniques Analysis of tests of visual functioning and perceptual-motor skills Preparation of IEP planning procedures Supervised practicum	2.221 Evaluation of written planning procedures Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
	Lectures on anatomy and physiology of the eye Analysis and extrapolation from Ophthalmological reports Lectures on vision screening procedures for schools (Sp Ed 231,234, 237) Supervised practicum	Evaluation of written analysis Evaluation of practicum
2.222 Tactual Functioning	2.222 Preparation of Component Analysis of task Analysis of commercial tests Preparation of IEP planning procedures (Sp Ed 238, 244, 245, 248) Supervised practicum	2.222 Evaluation of written planning procedures Evaluation of practicum
2.223 Auditory Functioning	2.223 Lectures, discussions and readings on development, auditory assessment Analysis of commercial tests Preparation of Component Analysis Preparation of IEP Planning procedures (Sp Ed 236)	2.223 Written examination Evaluation of planning procedures
2.23 Psychomotor Skills	2.23 Lectures, demonstrations, and films on the selection of instruments to assess locomotion, spatial-conceptual development, and visual motor skills (Sp Ed 240,241)	2.23 Written examination

2.22 Perceptual Skills			
2.221 Visual Functioning	[illegible] 233]	2.221 Lectures on perceptual development Preparation of Component Analysis of task Lectures on informal assessment techniques Analysis of tests of visual functioning and perceptual-motor skills Preparation of IEP planning procedures Supervised practicum	2.221 Evaluation of written planning procedures Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
2.24 Social Skills		
2.241 Interpersonal Skills	2.241 Lectures, discussion and reading on informal assessment techniques Examination of commercial instruments Preparation of Component Analysis of task Preparation of IEP Planning Procedures (Sp Ed 236) Supervised practicum	2.241 Evaluation of written component analysis and planning procedures Evaluation of practicum
2.242 Pre Vocational Skills	2.242 Lectures, demonstration and readings on interest inventories, aptitudes and skills (Sp Ed 236)	2.242 Written examination
2.30 Knowledge of principles and theories of tests and measurement	2.30 Lectures on reliability, validity, standardization, theoretical bases of norm-referenced & domain-referenced assessment instruments (Sp Ed 231) Lectures on characteristics of observational instruments (Sp Ed 231) Experience and analysis of "self as an observational instruments (Sp Ed 231) Preparation of Critical Incident reports Lectures on statistical bases for measurement Analysis of Case Study (Sp Ed 231)	2.30 Written examination Analysis of Critical Incident reports Written examination Evaluation of Case Study Analysis

COMPETENCIES	ACTIVITIES	ASSESSMENT
2.40 Ability to utilize appropriate techniques of informal and formal assessment		
2.41 Selection or construction of assessment instruments	2.41 Lectures on sources of information about tests	2.41 Written examination
	Written critique of test	Evaluation of critique of test
2.42 Administration of assessment instruments	2.42 Laboratory: simulated administration of cognitive & personality tests Selected tests of Body Image, Motor, Developmental, Functional Vision, informal checklists	2.42 Evaluation of performance
2.43 Interpretation and reporting of assessment results	2.43 Lectures on social and ethical implications of test use	2.43 Evaluation of case study
	Preparation of case study (Sp Ed 231)	
	Translation of the results of assessment instrument into a behavioral statement which identifies the starting point of instruction (Sp Ed 241)	Evaluation of sample IEP

ABILITY TO IDENTIFY COMPETENCIES AND POSSIBLE CONTRIBUTIONS OF OTHERS WHO MIGHT BRING THEIR EXPERTISE TO BEAR UPON THE PROBLEMS OF THE VISUALLY HANDICAPPED PERSON
OBJECTIVE 3.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
3.10 Knowledge of families	3.10 Lectures and class discussions of possible roles and means for developing competencies of parents, siblings, extended family, foster parents or surrogate parents in growth processes of the child (Sp Ed 235, 236)	3.10 Class discussion Written examination
3.20 Knowledge of professional personnel		
3.21 Education personnel	3.21 Lectures, observation and class discussion of various organizational patterns for instruction of the roles of Administrators, Supervisors, Special Education Teachers, Mainstream Teachers, and other specialized personnel such as Guidance Counselors, Vocational Education, Physical Education, Art and Music Teachers as they provide services for visually handicapped children and youth (Sp Ed 235, 236)	3.21 Class discussion Written examination
3.22 Knowledge of medical and therapeutic personnel	3.22 Lectures and readings on identification of roles of Eye Specialists, Physicians, Audiologists, nurses, Genetic Counselors, Physical Therapists, and Occupational Therapists as they provide services to visually handicapped children and youth. Interviews with medical personnel (Sp Ed 235,237, HRP 254)	3.22 Class discussion Written examination

COMPETENCIES	ACTIVITIES	ASSESSMENT
3.23 Knowledge of paraprofessional personnel	3.23 Lectures and reading on roles of Educational, Community and Institution personnel as they provide services to visually handicapped children and youth (Sp Ed 235, HRP 254)	3.23 Class discussion Written examination

ABILITY TO DEVELOP CURRICULA AND INDIVIDUALIZED EDUCATIONAL PROGRAMS WHICH MAXIMIZE THE POSSIBILITIES OF VISUALLY HANDICAPPED PERSON'S PROGRESS
OBJECTIVE 4.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
4.10 Knowledge of principles of curriculum development	4.10 Lectures on learning theories Lectures on Information Theory Demonstration of and practice in techniques of Component Analysis and translation into instructional objectives (Sp Ed 233)	4.10 Evaluation of written Component Analysis and instructional objectives
4.20 Knowledge of curricula for the development of specific skills		
4.21 Cognitive Skills		
4.211 Tactual Reading	4.211 Lectures on commercial curricula Preparation of Component Analysis of task Preparation of sequential instructional objectives Preparation of IEP planning procedures (Sp Ed 243) Supervised practicum	4.211 Evaluation of written Component Analysis and instructional objectives Evaluation of IEP plan Evaluation of practicum
4.212 Visual Reading	4.212 Lectures on developmental sequencing of reading skills (Sp Ed 243) Supervised practicum	4.212 Evaluation of practicum
4.213 Mathematics	4.213 Lectures on development sequencing of math skills Preparation of IEP planning procedures (Sp Ed 244) Supervised practicum	4.213 Evaluation of IEP plan Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
4.214 Listening	4.214 Lectures and examination of commercial curricula Preparation of Component Analysis of task Preparation of IEP planning procedures (Sp Ed 235)	4.214 Evaluation of written component analysis and IEP planning procedures
4.215 Cognitive Functioning	4.215 Lectures on theories of cognitive development and their application to curriculum development (Sp Ed 233)	4.215 Evaluation of written instructional objectives in all areas
4.22 Perceptual Skills		
4.221 Visual Functioning	4.221 Lectures on development of cognitive strategies for utilization of visual information and research Preparation of Component Analysis of task Preparation of instructional objectives (Sp Ed 234) Supervised practicum	4.221 Evaluation of written component analysis, instructional objectives Evaluation of practicum
4.222 Tactual Functioning	4.222 Blindfold Experiences Preparation of Component Analysis of task Lectures on Information Theory and cognitive strategies for developing appropriate search techniques (Sp Ed 233, 234) Supervised practicum	4.222 Evaluation of component analysis Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
4.223 Auditory Functioning	4.223 Lectures and discussion on theoretical models Preparation of Component Analysis Development of IEP planning procedures (Sp Ed 236)	4.223 Written examination Evaluation of component analysis and IEP planning procedures
4.23 Psychomotor Skills	4.23 Lectures on available curriculum materials for the sequential development of psychomotor skills Blindfold experiences Development of IEP planning procedures (Sp Ed 240, 241) Supervised practicum	4.23 Written examination Evaluation of IEP planning procedures Evaluation of practicum
4.24 Social Skills		
4.241 Interpersonal Skills	4.241 Lectures and examination of curriculum guides Preparation of Component Analysis of task Development of IEP planning procedures (Sp Ed 235)	4.241 Evaluation of written component analysis and IEP planning procedures
4.242 Pre-vocational Skills	4.242 Lectures on and examination of pre-vocational skills curriculum for planning vocational choices (Sp Ed 236)	4.242 Written examination

ABILITY TO IDENTIFY AND UTILIZE APPROPRIATE INSTRUCTIONAL STRATEGIES TO FACILITATE THE ACHIEVEMENT OF THE FULL POTENTIAL OF VISUALLY HANDICAPPED PERSONS
OBJECTIVE 5.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
5.10 Knowledge of specific strategies for individual and classroom management	5.10 Lectures and discussion on: behavior modification, application of learning principles, administration of appropriate assistance, verbal and nonverbal communication, modeling techniques, and appropriate use of group effects Readings (Sp Ed 235) Supervised practicum	5.10 Written examination
5.20 Knowledge of methods and materials for teaching specific skills		
5.21 Cognitive Skills		
5.211 Tactual Reading	5.211 Lectures on research on braille reading Lecture and demonstration on teaching reading with the Optacon Practice with equipment Laboratory: simulated teaching	5.211 Evaluation of performance
	Lectures on structure of Braille literary code Practice in transcribing from print to braille Demonstration of commercial materials	Evaluation of transcription of text from print into braille
	Preparation of plan for developing teacher-made materials	Evaluation of plan
	Preparation of IEP plan (Sp Ed 238,243)	Evaluation of IEP plan
	Supervised practicum	Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
5.212 Visual Reading	5.212 Lecture on language skills critical to the low-vision reader Readings Analysis of available curriculum materials (Sp Ed 243) Supervised practicum	5.212 Evaluation of practicum
5.213 Mathematics	5.213 Lectures on structure of Nemeth code Transcription of math text Practice with Abacus Analysis of available curriculum materials - APH, etc. Lecture on construction of materials Laboratory: experiences with graphic aids and appliances Preparation of IEP plan Lectures and discussion on adaptations of methods for visually handicapped persons (Sp Ed 244, 245) Supervised practicum	5.213 Evaluation of math text from braille into print Evaluation of computation skills Evaluation of IEP plan Evaluation of practicum
5.214 Listening	5.214 Lectures and discussion of curricular materials Examination of materials at IMC (Sp Ed 236) Supervised practicum	5.214 Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
5.215 Academic Subjects: Foreign Languages, history, spelling, etc.	5.215 Lecture on transcription of foreign language from print into braille Transcription of foreign language text samples	5.215 Evaluation of transcription
	Lecture, discussion, observation and examination of catalogs for acquisition of, and use of specialized equipment for teaching academic subjects (Sp Ed 236, 245)	Evaluation of resource file
5.216 Typewriting	5.216 Lecture and discussion on methodology for teaching typewriting, curriculum content and examination of curriculum materials (Sp Ed 236)	5.216 Written examination
5.22 Perceptual Skills	5.22 Lectures on developing the utilization of visual information & research	
5.221 Visual Functioning	5.221 Lectures on educational relevance of diseases of the eye Preparation of case studies	5.221 Evaluation of case studies
	Preparation of lesson plans	Evaluation of lesson plans
	Demonstration of low vision aids Demonstration and analysis of available materials (Sp Ed 234,237)	
	Supervised practicum	Evaluation of practicum

COMPETENCIES	ACTIVITIES	ASSESSMENT
5.222 Tactual Functioning	5.222 Demonstration and analysis of available materials Lecture and discussion about research Readings (Sp Ed 243, 244 245) Supervised practicum	5.222 Evaluation of practicum
5.223 Auditory Functioning	5.223 Lecture and discussion on suitability of commercial and teacher made materials for enhancing auditory functioning (Sp Ed 236) Supervised practicum	5.223 Written examination Evaluation of practicum
5.23 Psychomotor Skills	5.23 Lectures, readings, and films on the use of various curricula to stimulate mastery of locomotion skills from infancy through adolescence Component analyses of gross and fine motor skills (Sp Ed 241)	5.23 Evaluation of student-developed goals and short term objectives derived from component analyses
	Lectures, readings, and films on the use of available curricula to teach spatial awareness and environmental concepts at five critical stages of child development, progressing from body image and objects in near space to directionality (Sp Ed 241)	Evaluation of student-developed goals and short term objectives derived from component analyses
	Lectures, readings, and discussion on the relationship of cognitive development to mastery of orientation and mobility skills (Sp Ed 241)	Evaluation of student-developed goals and short term objectives

COMPETENCIES	ACTIVITIES	ASSESSMENT
	Lectures, readings, and film on the utilization of vision in mastery of orientation and mobility skills Review of available curricula for training - the use of distance vision aids (Sp Ed 240,241)	Evaluation of student-developed goals and short term objectives Written examination
5.24 Social Skills		
5.241 Interpersonal Skills	5.241 Lecture and discussions evaluating commercial materials Preparation of Component Analysis of task Simulated experiences (Sp Ed 236) Supervised practicum	5.241 Evaluation of written component analysis Evaluation of performance Evaluation of practicum
5.242 Prevocational Skills	5.242 Lecture and discussion of specific strategies and programs (Sp Ed 236)	5.242 Written examination

ABILITY TO ORGANIZE AND MODIFY THE CHILD'S LEARNING ENVIRONMENT IN ORDER TO FACILITATE LEARNING
OBJECTIVE 6.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
6.10 Knowledge of appropriate modification of physical environment	6.10 Lectures on environmental implications relative to specific eye diseases Preparation of Case Studies	6.10 Evaluation of case studies
	Lectures and demonstrations on techniques for adapting environmental light in relation to the use of vision and visual aids. Simulation activities	Written evaluation of content areas
	Lectures, readings, and observations of selected sites related to the design of an instructional environment to stimulate mobility for the visually handicapped child	Written evaluation covering content areas
	Lectures, demonstrations, and observation of classroom arrangements to stimulate independent functioning of the blind student (Sp Ed 235,236, 237)	Evaluation of student-designed instructional settings
6.11 Knowledge of organization of learning environment	6.11 Lecture, discussion and observation of organization of classroom, including lighting, acoustical treatment, space requirements for storage and use of equipment, and appropriate space and furniture for various learning experiences (Sp Ed 235, 236, 241, 243, 248)	6.11 Written examination

ABILITY TO UTILIZE TECHNOLOGY WHICH IS AVAILABLE TO AMELIORATE THE PROBLEMS OF THE VH AND VH/MH PERSON AND ENHANCE HIS DEVELOPMENT

OBJECTIVE 7.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
7.10 Knowledge of instructional aids		
7.11 Braille Code for reading & writing	7.11 Lectures on structure of Braille literary code Practice in transcribing from print to Braille (Sp Ed 243)	7.11 Evaluation of transcription
7.12 Optacon	7.12 Lecture and demonstration on structure and use of Optacon Laboratory: practice on use of Optacon (Sp Ed 238)	7.12 Observation of skills
7.13 Brailler, slate & stylus	7.13 Demonstration of Perkins Brailler and Slate and Stylus Practice in transcription (Sp Ed 243)	7.13 Evaluation of transcription
7.14 Typewriter	7.14 Lectures on use of typewriter and teaching of typing (Sp Ed 236)	7.14 Written examination
7.15 Recorders	7.15 Discussion and demonstrations of various recorders and their use (Sp Ed 236)	7.15 Evaluate discussion
7.16 Low Vision Aids	7.16 Demonstration of low vision aids Lecture on appropriate use of low vision aids, and principles of optics (Sp Ed 234, 237, 241)	7.16 Written examination

COMPETENCIES	ACTIVITIES	ASSESSMENT
7.17 Math Aids	7.17 Lectures on structure of Nemeth Code Practice in transcription Demonstration on use of Abacus Practice in computation with Abacus Demonstration of electronic calculators Lecture on use of electronic calculators for developing math concepts (Sp Ed 244, 245)	7.17 Evaluation of transcription Observation of skill
7.18 Manual Communication	7.18 Demonstration and practice in use of manual alphabet and signs (Sp Ed 235, 236)	7.18 Observation of performance
7.19 Hearing Aids	7.19 Discussion on utilization and care of aids (Sp Ed 236)	7.19 Evaluation of discussion
7.20 Knowledge of Mobility Aid/Aide(s)	7.20 Lectures and readings on the history, development, construction, and current use of the prescription cane as a mobility aid	7.20 Written examination
7.21 Prescription Cane	7.21 Blindfold experience utilizing the prescription cane and associated techniques in a continuum of environmental setting (Sp Ed 240)	7.21 Daily evaluation of simulated teaching
7.22 Dog Guides	7.22 Lectures and readings on the appropriate usage of the dog guide as a mobility aid in relation to the age, physical, mental, and visual capacities of the visually handicapped person (Sp Ed 240) Observation of an accredited training center which teaches the use of the dog guide	7.22 Written examination

COMPETENCIES	ACTIVITIES	ASSESSMENT
7.23 Low Vision Aids	7.23 Lectures, readings, and simulation activities covering the prescription and appropriate usage of low vision aids for orientation and mobility (Sp Ed 241)	7.23 Written examination Evaluation of Simulated Teaching
7.24 Electronic Devices	7.24 Lectures on the current use of the Sonic-Guide and C-5 Laser Cane in orientation and mobility training (Sp Ed 241) Assigned readings on current research	7.24 Instructor evaluation of student notebooks
7.25 Adapted Aids	7.25 Examination of household recreational and scientific aids Utilization of aids in practicum (Sp Ed 235, 236)	7.25 Evaluation of practicum

ABILITY TO UTILIZE EDUCATIONAL AND PSYCHOLOGICAL RESEARCH
OBJECTIVE 8.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
8.10 Knowledge of research methodology	8.10 Lecture, discussion, readings of various research methods. Designing of studies using behavioral, ex post facto, and experimental methodologies (Sp Ed 290)	8.10 Written examination Assessment of research designs
8.20 Knowledge of criteria for evaluation of research	8.20 Lecture, discussion of examples of research. Written critiques of behavioral, ex post facto and experimental studies (Sp Ed 290, Ed Res 210)	8.20 Assessment of written critiques
8.30 Knowledge of descriptive and inferential statistics used to analyze data	8.30 Lecture, readings and discussion	8.30 Written examination
8.40 Knowledge of ethical principles in the conduct of research with human subjects	8.40 Lecture and discussion of ethics in human research Acknowledgements of ethical principles in designing research (Ed Res 210, Sp Ed 290)	8.40 Assessment of research designs for ethical considerations

ABILITY TO UTILIZE AGENCIES AND ORGANIZATIONS IN THE DISPOSITION OF RESOURCES TO MEET THE NEEDS OF VH AND VH/MH PERSONS
OBJECTIVE 9.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
9.10 Knowledge of hierarchial relationships between members of professions and between personnel of institutions	9.10 Lecture, readings and discussion of professional roles, status and power in various organizational settings Observation of team interaction Interviews with professions (HRP 254)	9.10 Written examination Assessment of final report
9.20 Knowledge of funding patterns	9.20 Lectures, readings and discussion of federal, state and local education, rehabilitation and social agencies' funding patterns (Sp Ed 236)	9.20 Written examination
9.30 Knowledge of referral procedures	9.30 Lecture and discussion on administrative procedures in securing appropriate services (Sp Ed 236)	9.30 Evaluation of case materials
9.40 Knowledge of the attributes of agencies and organizations and how they function	9.40 Lectures, readings and discussion of organizational theory and organizational structure Observation of team functions within organizational setting (HRP 254)	9.40 Written examination Assessment of team report
	Development of resource file for acquiring specialized equipment and materials (Sp Ed 235, 236)	Evaluation of resource file
9.50 Knowledge of administrative patterns of instruction and eligibility for service	9.50 Lecture, readings, discussion and field trips to determine function of various instructional patterns and how they relate to 94-142 regulations (Sp Ed 235,236)	9.50 Written examination

ABILITY TO RECOGNIZE LEGAL CONSTRAINTS AND ETHICAL PRINCIPLES WHICH IMPINGE UPON HIS OWN, SIGNIFICANT OTHERS, AND THE EXCEPTIONAL PERSONS ACTIVITIES
OBJECTIVE 10.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
10.10 Knowledge of legal rights of exceptional children and parents at all governmental levels	10.10 Lecture and discussion on pertinent documents, i.e., P.L. 94-142, PA Consent Decree on Right to Education (Sp Ed 200, 235)	10.10 Written examination
10.20 Knowledge of legislative and regulatory provisions for exceptional individuals	10.20 Lectures and discussion on Amendments 502,503, and 504 of the Rehabilitation Act of 1973 (Sp 200, 235)	10.10 Written examination
10.30 Knowledge of current educational and social issues in relation to special education	10.30 Lectures and discussion of changing priorities in programming, support, and attitudes (Sp Ed 200, 235)	10.30 Written examination

ABILITY TO FUNCTION AS A MEMBER OF THE TEAM SERVING PRE-SCHOOL AND SCHOOL-AGE VISUALLY HANDICAPPED PERSONS
OBJECTIVE 11.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
11.10 Knowledge of the decision-making process as it affects visually handicapped children and youth		
11.11 Decision models	11.11 Lecture and discussion of theories of decision-making (HRP 254)	11.11 Written examination
11.12 Team decision-making	11.12 Observation and participation in team decision process (HRP 254)	11.12 Assessment of observation reports Observation of student team interaction
11.20 Knowledge of the interpersonal dynamics of teams		
11.21 Types of teams	11.21 Lecture, readings and discussion of team definition, theories and types (HRP 254)	11.21 Written examination
11.22 Goals	11.22 Observation and participation in team goal-setting (HRP 254)	11.22 Observation of student team interaction
11.23 Roles of team members	11.23 Lecture, readings and discussion of professional roles and role conflict in the interdisciplinary team Team observation (HRP 254)	11.23 Written examination Assessment of observation reports

COMPETENCIES	ACTIVITIES	ASSESSMENT
11.24 Communication patterns	11.24 Observation of communication patterns in student teams and agency teams	11.24 Assessment of observation reports
11.25 Power and leadership	11.25 Lecture, readings and discussion of power and leadership variables in interdisciplinary teams Observation of leadership styles in teams (HRP 254)	11.25 Assessment of observation reports
11.30 Ability to communicate effectively with other team members (including parents, professionals and paraprofessionals	11.30 Lecture and discussion of communication techniques Participation in team meetings Interviews and observation of teams (HRP 254)	11.30 Observation of student team meetings Assessment of written reports of interviews and observations
11.40 Ability to function as a team leader	11.40 Lecture and discussion of leadership Observation of patterns of team leadership Participation in team projects (HRP 254)	11.40 Observation of student team sessions Assessment of team reports

ABILITY TO FUNCTION AS A CASE MANAGER FOR PRE-SCHOOL AND SCHOOL-AGE VISUALLY HANDICAPPED PERSONS
OBJECTIVE 12.00

COMPETENCIES	ACTIVITIES	ASSESSMENT
12.10 Knowledge of systems and subsystems which have impact upon visually handicapped children and youth	12.10 Integration experience during internship based upon previous nine objectives, using systems such as family, school system, community agencies and organizations Develop complete case material file for a student, including all educationally relevant information (Sp Ed 236, 296)	12.10 Evaluation of case material
12.20 Ability to coordinate services provided by above systems	12.20 Reflect coordination in case materials presentation (Sp Ed 236, 296)	12.20 Evaluation of case materials
12.30 Ability to plan and implement an appropriate record keeping system	12.30 Reflect in case material presentation prescribed record keeping system (Sp Ed 236, 296)	12.30 Evaluation of case materials
12.40 Ability to evaluate the effectiveness of programming for visually handicapped children and youth	12.40 Reflect in case material presentation evaluation procedures (Sp Ed 236, 296)	12.40 Evaluation of case materials
12.50 Knowledge of effective guidance procedures for visually handicapped persons and their parents	12.50 Reflect in case material presentation appropriate guidance procedures (Sp Ed 236, 296)	12.50 Evaluation of case materials

APPENDIX D

Tests

University of Pittsburgh

TESTS

ABC Vision Test

Modified Alpha Examination Form 9

Arthur Adaptation of Leiter International Performance Scale (Manual)

Anxiety Scale for the Blind

Barraga Visual Efficiency Scales

Bender Visual Motor Gestalt Test

Benton Visual Retention Test

Blind Learning Aptitude Test

Boehm Test of Basic Concepts

Botal Reading Inventory

California Short Form Test of Mental Maturity

California Achievement Test (old)

Colorado Braille Battery

Differential Aptitude Tests

Frostig Visual Motor

Goodenough-Harris Drawing Test

Haptic Intelligence Scale for Adult Blind

Hayes-Binet Adaptation of Stanford Binet for Blind

Illinois Test of Psycholinguistic Aptitudes

Keymath Diagnostic Arithmetic Test

Peabody Picture Vocabulary Test

Piers-Harris Children's Self Concept Scale

Portage Guide to Early Education

Quick Test

Raven Standard Progressive Matrices

Renzulli Scales for Rating the Behavioral Characteristics of Supervior Students

University of Pittsburgh

Roughness Discrimination Test

Seashore Measures of Musical Talents

Slossom Intelligence Test

SRA Diagnostic Reading Test (braille)

Stanford Binet Intelligence Scale

Stanford Diagnostic Math and Reading Tests

Stanford Multi-Modality Imagery Test

SOI Learning Abilities Test

Thematic Apperception Test

Tennessee Self Concept Scale

Terman Concept Mastery Test

Torrance Tests of Creative Thinking

Wide Range Achievement Test

WISC

Witkin Imbedded Figures Test

Woodcock Reading Mastery Test

APPENDIX E

Guidelines for Practicum

UNIVERSITY OF PITTSBURGH

PROGRAM IN SPECIAL EDUCATION

Education for Visually Handicapped

Guidelines for Practicum

1978-1979

The program assessments generously contributed by Cooperating Teachers and former Practicum Teachers have indicated a desire for more direction in determining specific practicum experiences. The practicum is ideally an integrative experience resulting in a demonstration of knowledge gained through related program components. To that end, the following activities have been identified in keeping with the program's stated "Competencies for Students."

These guidelines have been developed to provide examples of activities to be conducted, and are not exclusive of the students' general participation as Practicum Teachers in the various educational settings.

TACTUAL READING

Practicum Teachers, with cooperating teacher, will select an elementary (or primary) braille student or students with whom to work. Practicum teacher will assess reading level and diagnose areas of weakness in student's performance, utilizing formal and/or informal assessment procedures such as the Stanford Diagnostic Reading Test or an Informal Reading Inventory.

Practicum Teacher will prepare instructional plans for remediation or strengthening of at least one area, teach, and post-assess student's performance in the area. Assessment results and their interpretation, lesson plans, and post-assessment data will be submitted to cooperating teacher and university supervisor.

Competencies: 2.211, 2.222, 2.40, 4.211, 4.222, 5.211

VISUAL READING

Practicum Teacher, with cooperating teacher, will select an elementary (or primary) partially seeing student or students with whom to work. Practicum teacher will assess reading level and diagnose areas of weakness in student's performance which are attributable to the student's visual handicap, utilizing formal and/or informal assessment procedures such as the Stanford Diagnostic Reading Test or an Informal Reading Inventory

Practicum Teacher will prepare instructional plans for strengthening one area relating to the student's visual handicap, teach, and post-assess student's performance in the area. Assessment results and their interpretation, lesson plans, and post-assessment data will be submitted to cooperating teacher and university supervisor.

Competencies: 2.212, 2.221, 2.40, 4.212, 4.221, 5.212

MATHEMATICS

1. Practicum Teacher, with cooperating teacher, will select an elementary (or primary) braille student or students with whom to work. Practicum Teacher will assess math level utilizing formal and/or informal assessment procedures such as the Stanford Diagnostic Math Test or teacher-made instrument.

Practicum teacher will prepare instructional plans for remediation, or strengthening of at least one area, teach, and post-assess student's achievement in the area. Assessment results and their interpretation, lesson plans, and post-assessment data will be submitted to cooperating teacher and university supervisor.

2. Practicum Teacher, with cooperating teacher, will select an elementary (or primary) partially seeing student or students with whom to work. Practicum Teacher will assess math level utilizing formal and/or informal assessment procedures such as the Stanford Diagnostic Math Test or teacher-made instrument.

Practicum Teacher will prepare instructional plans for remediation, or strengthening of at least one area, teach, and post-assess student's achievement in the area. Assessment results and their interpretation, lesson plans, and post-assessment data will be submitted to cooperating teacher and university supervisor.

Competencies: 2.213, 2.222, 2.40, 4.213, 5.213

LISTENING

Practicum Teacher, with cooperating teacher, will select a student or students with whom to work. Practicum Teacher will assess student's listening and auditory skills, utilizing formal and/or informal assessment procedures such as the Wepman Test, or a sequential curriculum checklist. S/he will prepare instructional plans for enhancing at least one step of a listening curriculum, teach, and post-assess student's performance.

Assessment results and their interpretation, lesson plans, and post-assessment data will be submitted to cooperating teacher

and university supervisor.

Competencies: 2.214, 2.223, 2.40, 4.214, 4.223, 5.214, 5.223

COGNITIVE OPERATIONS

1. Practicum Teacher, with cooperating teacher, will select a student or students with whom to work. Practicum Teacher will assess level of concept development of student utilizing formal and/or informal assessment procedures such as the Boehm Test of Basic Concepts, or an appropriate check list. Assessment data and interpretation will be submitted to cooperating teacher and university supervisor.

2. Practicum Teacher, with cooperating teacher, will select a student or students with whom to work. Practicum teacher will assess the general intelligence of student, utilizing a formal (unrestricted) assessment instrument such as the Slosson Test. Assessment data and interpretation will be submitted to cooperating teacher and university supervisor.

3. Practicum Teacher, with cooperating teacher, will select a student or students with whom to work. Practicum Teacher will assess the academic achievement and/or aptitude of student, utilizing a formal assessment instrument such as the WRAT or DAT. Assessment data and interpretation will be submitted to cooperating teacher and university supervisor.

Competencies: 2.12, 2.21, 2.215, 2.40

VISUAL FUNCTIONING

Practicum Teacher, with cooperating teacher, will select a student or students with whom to work. Practicum Teacher will assess visual functioning of student, utilizing at least one formal and one informal assessment procedure under varying environmental conditions. S/he will interpret results of assessment (including medical and psychomotor assessment data), and develop rationale for instruction.

Practicum Teacher will assess visual functioning of student utilizing a variety of low vision aids such as magnifiers and closed-circuit TV.

Practicum teacher will prepare instructional plan for enhancement of visual functioning, teach, and post-assess student's performance. S/he will prepare report of suggestions for environmental adjustments for selected student.

Assessment data and their interpretation, lesson plans and suggested environmental adjustments will be submitted to cooperating teacher and university supervisor.

Competencies: 2.221, 2.40, 4.221, 5.221, 6.10

CLASSROOM MANAGEMENT

Practicum Teacher with cooperating teacher, will select a group of students with whom to work. Practicum Teacher will utilize specific strategies such as behavior management, modeling, or use of group effects, for management of a classroom during a group learning experience.

Practicum Teacher will prepare plans identifying objectives and strategies to be used. Evaluation of objectives and plans will be submitted to cooperating teacher and university supervisor.

Competencies: 5.10, 5.215, 5.216, 6.10, 6.11

ABACUS

Practicum Teacher, with cooperating Teacher, will choose student or students with whom to work. Practicum teacher and cooperating teacher will identify new skill to be mastered, or skill to be enhanced. Practicum teacher will prepare instructional plans, teach, and assess student's achievement. Lesson plans and evaluation will be submitted to cooperating teacher and university supervisor.

Competency: 7.17

OPTACON

Practicum Teacher, with cooperating teacher, will choose student or students with whom to work. Practicum teacher and cooperating teacher will identify new skill to be mastered, or skill to be enhanced. Practicum Teacher will prepare instructional plans for teaching new skill or enhancing present skill, teach, and assess student's achievement. Lesson plans and evaluation will be submitted to cooperating teacher and university supervisor.

Competency: 7.12

ADVANCED STUDY SKILLS

Practicum Teacher, with cooperating teacher, will select student or students with whom to work. Practicum Teacher and cooperating teacher will identify appropriate study skills such as, utilization of readers and recording equipment, library search skills, and/or preparation of research papers, develop instructional sequences in at least one area, and evaluate achievement of student.

Curriculum sequences, lesson plans, and evaluative data will be submitted to cooperating teacher and university supervisor.

Competency: 5.215

SOCIAL SKILLS

1. Practicum Teacher, with cooperating teacher, will select student or students with whom to work. Practicum Teacher will assess affective development of student such as self concept, motivation and/or independence, utilizing appropriate observational instruments such as rating scales or checklists.

Practicum teacher will prepare written plan for enhancing the student's development in the area, carry out the plan during the practicum, and post-assess. Assessment data and interpretation, management plan, and post-assessment data will be submitted to cooperating teacher and university supervisor.

2. Practicum teacher, with cooperating teacher, will select student or students with whom to work. Practicum Teacher will assess social and interpersonal skills development of student utilizing such observational instruments as Vision-Up Checklist, or Maxfield-Buchholz Scale. Practicum Teacher and cooperating teacher will determine skills to be taught. Practicum Teacher will prepare lesson plans, teach and post-assess.

Assessment data, lesson plans, and post-assessment data will be submitted to cooperating teacher and university supervisor.

Competencies: 2.11, 2.24, 2.241, 5.24, 5.241

PSYCHOMOTOR DEVELOPMENT

Practicum Teacher with cooperating teacher will select a student or students with whom to work. Practicum teacher will assess fine and gross motor and mobility skills and diagnose weakness in student's performance utilizing formal and/or informal assessment procedures such as Illinois Curriculum Guide or Scale by Lord.

Practicum Teacher with cooperating teacher, will select area to be taught. Practicum Teacher will select appropriate curriculum materials and/or aids, and prepare instructional plans for remediation or enhancement of at least one area. Assessment results and their interpretation, lesson plans, and post-assessment data will be submitted to cooperating teacher and university supervisor.

Competencies: 2.23, 2.42, 4.23, 5.23

CONCEPT DEVELOPMENT

Practicum Teacher with cooperating teacher will select a student or students with whom to work. Practicum teacher will assess such areas of concept development as body image, objects, space, and/or orientation to environment, utilizing formal and informal procedures such as scales by Cratty and Lord, or Illinois Curriculum Guide.

Practicum Teacher with cooperating teacher, will select area to be taught. Practicum Teacher will select appropriate curriculum materials and/or aids, and prepare instructional plans for remediation or enhancement of at least one area. Assessment results and their interpretation, lesson plans, and post-assessment data will be submitted to cooperating teacher and university supervisor.

Competencies: 2.23, 2.42, 4.23, 5.23, 6.10

ORGANIZATIONS

1. Practicum Teacher, in cooperation with practicum supervisor, will choose team member(s) such as PT, OT, Psychologist, nurse, whom s/he will observe. Practic um Teacher will prepare a brief report of activities and roles of team member(s) whom s/he has observed. Report will be submitted to practicum supervisor, team member, and university supervisor.

2. Practicum Teacher, with cooperation of practicum supervisor, will investigate the structure of the organizational unit to which s/he is assigned. Practicum Teacher will prepare a brief report outlining the organizational structure, and how best it fits within the total organization.

Competencies: 9.10, 9.40

TEAM MEMBERSHIP

Practicum Teacher, with cooperation of practicum supervisor, will observe a team staffing of a child with whom s/he is familiar and prepare a brief report on: leadership, participation, rolws, and decision making.

Competencies: 11.10, 11.23, 11.24, 11.25